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ABSTRACT

Western and non-western philosophers and their ideas are introduced to 10th through 12th grade students in this general social studies Quinmester course designed to be used as a preparation for in-depth study of the various schools of philosophical thought. By acquainting students with the questions and categories of philosophy, a point of departure for further study is developed. Through suggested learning activities the meaning of philosophy is defined. The Socratic, deductive, inductive, intuitive and eclectic approaches to philosophical thought are examined, as are three general areas of philosophy, metaphysics, epistemology, and axiology. Logical reasoning is applied to major philosophical questions. This course is arranged, as are other quinmester courses, with sections on broad goals, course content, activities, and materials. A related document is ED 071 937. (KSM)

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Social Studies

Language Arts

INTRODUCTION TO PHILOSOPHY

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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LANGUAGE ARTS

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by

Jack A. Norris, Jr.

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1972

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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g. pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to, Social Studies, Room 306 Lindsey Hopkins.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: AN INTRODUCTION TO SELECTED GREAT PHILOSOPHERS AND THEIR IDEAS, INCLUDING BOTH NON-WESTERN AND WESTERN. INVOLVES EXTENSIVE READING AND INDIVIDUAL STUDY BY STUDENTS.

CLUSTER: GENERAL SOCIAL STUDIES

GRADE LEVEL: 10-12

COURSE STATUS: ELECTIVE

INDICATORS OF SUCCESS: NONE

COURSE RATIONALE: An outline for teachers to aide them in introducing students to the area of philosophy. This course is designed to be used as preparation for an indepth study of the various schools of philosophical thought. By aquainting sutdents with the questions and categories of Philosophy, it becomes a point of departure for future study .

COURSE GOALS:

THE STUDENT WILL:

1. DEFINE THE MEANING OF PHILOSOPHY.
2. DESCRIBE THE FUNCTION AND PURPOSE OF PHILOSOPHY.
3. EXAMINE THE METHODS AND APPROACHES TO PHILOSOPHICAL THOUGHT.
4. DEFINE THE THREE MAJOR PHILOSOPHIES.
5. APPLY LOGICAL REASONING TO MAJOR PHILOSOPHICAL QUESTIONS.

PHILOSOPHY: AN INTRODUCTION

"Come my friends, tis not too late to seek a newer world"
:Alfred Lord Tennyson

COURSE CONTENT OUTLINE:

I. What is Philosophy?

- A. Definition
- B. Clarification

II. Why Approach Philosophy?

- A. Function
- B. Purpose

III. How to Approach Philosophy?
-Methods and Approaches.
(The tools for cirtical and reflective thought)

- A. Socratic
- B. Deductive
- C. Inductive
- D. Intuitive
- E. Eclectic

IV. General Areas of Philosophy

- A. Metaphysics
- B. Epistemology
- C. Axiology
  1. Ethics
  2. Aesthics
  3. Politics
  4. Religion

V. Major Philosophical Questions

- A. Metaphysical
- B. Epistemological
- C. Axiological

GOAL I: THE STUDENT WILL DEFINE THE MEANING OF PHILOSOPHY

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHAT IS PHILOSOPHY?	After analyzing several definitions of philosophy, the students will decide upon a meaningful class definition.	1. Ask students to individually write down their own particular understanding of the word philosophy. (have them attempt to define the word in their own terms) 2. The teacher may choose to have several students read their definitions aloud or ask all students to exchange their definitions with the person next to them and to have that person read it to the class anonymously. 3. Expose the class to the following definitions: a. The origin of the word philosophy comes from the Greek words philo- meaning "love" and sophy meaning "wisdom" The literal meaning is therefore "the love of wisdom." b. The dictionary definition according to Webster is: -pursuit of wisdom -a search for truth through logical reasoning rather than factual observation -an analysis of the grounds of and concepts expressing fundamental beliefs A definition of truth and wisdom is in order... TRUTH: in accordance with the actual state of affairs; the body of real things, events, and facts. -suggests the quality of a thing that is exactly what it purports to be or is in complete accord with the facts. WISDOM: - knowledge: accumulated philosophies or scientific learning -insight; ability to discern inner qualities and relationships -judgment, good sense/ a wise attitude or course of action.
Note to teacher: This course of study is basically one of readings and seminar-type discussion activities.		

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

c. "Philosophy is the search for a comprehensive view of nature, an attempt at a universal explanation of things. It is both the summary of the sciences and their completion and..... forms a separate branch among the manifestations of the human mind."
(Weber, A., and Parry, R.B. History of Philosophy. Scribner's)

d. "Philosophy may be defined as the theory of a subject-matter taken as a whole or organized unity; containing principles which bind together a variety of particular truths and facts, and requiring a certain harmony of theory and practice."

e. "Its concern is to unify all the phases of human experience into a comprehensive and meaningful whole.

4. Inview of all the definitions the class has been exposed to, have them break into groups of eight and pursue a working definition that all members of the group can agree on and accept. It will be subject to change at a later date but it is needed as a point of departure at this time.

5. Have the class discuss or write an essay either agreeing or disagreeing with the following quotation:

"All Men By Nature Desire To Know." :Aristotle

Reading References

Randall, John and Buchler, Justus. Philosophy:An Introduction pp. 1- 10

Westphal, Fred A. The Activity of Philosophy pp. 1- 36

Russell, Bertrand, The Problems of Philosophy

Ryle, Gilbert, "Ordinary Language," Philosophical Review, Vol. LX11 (1953) pp. 24-40

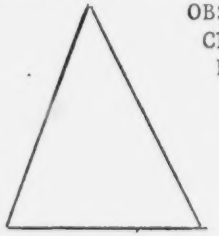
GOAL II: THE SUTDENTS WILL DESCRIBE THE FUNCTION AND PURPOSE OF PHILOSOPHY

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHY PHILOSOPHY?	The students will evaluate various statements concerning the function of philosophy.	Ask students to: a) Critically examine (analyze each statement.) b) Organize facts concerning the statement. c) Speculate or propose the meaning and/or implications. d) To state personal experiences from their lives that correspond and/or contradict the statements. "To be a philosopher is not merely to have subtle thoughts, nor even to found a school but so to love wisdom as to live, according to its dictates, a life of simplicity, independence, magnanimity, and trust." : Henry David Thoreau "Philosophy should be an attempt to understand the world and man's relation to it." : Bertrand Russell "Seek ye first the good things of the mind and the rest will either be supplied or its loss will not be felt." : Francis Bacon "Philosophical issues are in a sense great levelers because when it comes to resolving them, no one's opinion is worth more than the next persons unless it is backed up by good arguments." : Fred Westphal "Its function (philosophy) is not to generate faiths but to clarify and modify them to give not driving force and impulse but guidance and direction." : John Randall and Justus Buchler

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		"The unexamined life is not worth living" :Socrates "Let us not look back in anger nor forward in fear but around in awareness." : James Thurber "Entertain our opinions with some measure of doubt." :Bertrand Russell Reading References Randall, John and Buchler, Justus. Philosophy : An Introduction pp. 25-36 Davidson, Robert F., Ed., The Search for Meaning In Life pp15-27 Durant, Will, The Story of Philosophy pp. xxv-xxix

GOAL III: THE STUDENTS WILL EXAMINE THE METHODS AND APPROACHES TO PHILOSOPHICAL THOUGHT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
APPROACHES TO PHILOSOPHY: SOCRATIC METHOD	The students will examine several methods of inquiry.	1.) Socratic method, named after the Greek philosopher Socrates refers to his method of inquiry. It is basically the process of asking very penetrating questions which encourage or require men to face important and fundamental issues and to then consider universally acceptable propositions. For a student exercise in this method, see "An Introduction to the Study of History" in either The Shaping of Western, An Inquiry Approach or A New History of the United States, An Inquiry Approach. Both texts are published by Holt, Rinehart and Winston and are state adopted.
DEDUCTIVE METHOD		2.) Deductive method starts with a general statement and works toward the specific. e.g., Syllogistic reasoning: All men are equal John is a man John is equal Have the students compose several of these, keeping in mind there must be a relationship between the first and second premise to arrive at a concluding premise. To carry this further, you may wish to examine: Logical Syntax: Premises P_1 "This key is made of iron"; the statement to be examined. P_2 "If an iron thing is placed near the magnet, it is attracted"; this is a physical law, already verified. P_3 "This object - a bar - is a magnet"; statement already verified.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		P_4: "The Key is placed near the bar"; this is now directly verified by our observation. From these four premises we can deduce the conclusion: P_5: "The Key will now be attracted by the bar." The students may also wish to try their hand at several of these. Ask students to determine if the first premise (example above) is true when one arrives at the concluding or fifth premise. Note: the first premise may be true, but there are many other variables which may enter the picture.
INDUCTIVE METHOD		3. Inductive Method starts with a specific statement and works toward the general. It is also referred to as the scientific method.....  OBSERVATION CLASSIFICATION HYPOTHESIS EMPIRICAL TESTING DEDUCTION DEMONSTRATION ORGANIZATION STATEMENT OF PRINCIPLE See activities under #1, The Socratic Method
INTUITIVE METHOD		4. Intuitive method refers to the immediate apprehension of philosophical truths by looking within the self.
MYSTICAL METHOD		5. Mystical method refers to the procedure of achieving philosophical truths by disciplined contemplation of the infinite. e.g. -Yoga -Buddhism -Hinduism
ELECTIC METHOD		6. Electic method is the procedure which studies the philosophical past to achieve a new synthesis through the selection of the better elements of philosophical thought.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Ask students to design their own model either in small groups or individually. Share this with the class. 7. Ask the students what implications this quotation has for education: "My Object is not to furnish his mind with knowledge, but to teach him the method of acquiring it when necessary." : Jean Jacques Rousseau.

GOAL IV: THE STUDENTS WILL DEFINE THE THREE MAJOR PHILOSOPHIES

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
PHILOSOPHICAL THOUGHT METAPHYSICS EPISTEMOLOGY AXIOLOGY	The students will define the three major divisions of Philosophy.	1. Define for the students the word Metaphysics, Epistemology and Axiology. (Write them on the black board and clarify their meaning) A. Metaphysics: the study of the nature of ultimate reality. B. Epistemology: the study of the origins, nature, criteria and validity of knowledge. C. Axiology: the study of the origin, nature, criteria and validity of values. 2. Have the students deduce the central question intrinsic to the major divisions. METAPHYSICS .....WHAT IS REAL? EPISTEMOLOGY.....WHAT IS TRUE? AND WHAT IS KNOWLEDGE? AXIOLOGY.....WHAT IS OF VALUE? 3. List and define for the students the sub-categories of Axiology. Ethics: the study of the ideal conduct. Aesthetics: the study of ideal beauty. Politics: the study of ideal social organization. Religion: the study of the unknown and or infinite being.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Have the students discuss the schools of Philosophy after examining the suggested readings listed below: Reading References (METAPHYSICS) Wolff, Robert, Paul, Philosophy A Modern Encounter, pp. 77-128 Westphal, Fred, A. The Activity of Philosophy, pp. 117-160 Randall, John; and Buchler, Justus. Philosophy: An Introduction pp. 156-179 ibid.,pp. 180-200 (EPISTEMOLOGY) Westphal, Fred A. The Activity of Philosophy pp. 205-255 Randall, John; and Buchler, Justus, Philosophy: An Introduction pp. 90-104 ibid., pp. 133-142 Swartz, R.J., ed., Perceiving,Sensing and Knowing.

GOAL V : THE STUDENTS WILL APPLY LOGICAL REASONING TO MAJOR PHILOSOPHICAL QUESTIONS

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	Students will attempt to answer major philosophical questions.	1. A series of class discussions dealing with several basic philosophical questions from the three major areas of philosophical thought should be conducted. 2. Have each student choose one question from each of the three areas listed below to be researched in preparation for a class presentation and discussion.
METAPHYSICAL QUESTIONS		a. <u>METAPHYSICAL QUESTIONS</u> 1) What is the universe? 2) What is life? 3) What is the mind? 4) What is freedom? 5) Is there an ultimate being?
EPISTEMOLOGICAL QUESTIONS		b. <u>EPISTEMOLOGICAL QUESTIONS</u> 1) How does man gain knowledge? 2) What are the limits of man's knowledge? 3) What prejudices of the mind obstruct learning? 4) What constitutes proof or certainty?
AXIOLOGICAL QUESTIONS		c. <u>AXIOLOGICAL QUESTIONS</u> 1) What is virtue? 2) How much freedom is good for man? 3) What is love? 4) What conditions must be present for an act to be considered moral? 5) What is a good society?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. The class presentation might consist of the student doing the following: a. Define terms . b. Giving a summary of several theories of well-known philosophers and schools. c. Stating clearly his conclusions to the questions. d. Logically defending or explaining his rationale for his conclusion. e. Being prepared to answer questions asked by class members.

MATERIALS:

I. RECOMMENDED BASIC TEXTS

Randall, John and Buchler, Justus. Philosophy: An Introduction. New York: Barnes and Noble, Inc., 1969.

Randall, John, Buchler, Justus and Shirk, Evelyn, eds., Readings In Philosophy. New York: Barnes and Noble, Inc., 1966.

Durant, Will. The Story of Philosophy. New York: Washington Square Press, 1970.

II. ALTERNATE STUDENT AND CLASS MATERIAL

Westphal, Fred A. The Activity of Philosophy, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Davidson, Robert F., ed., The Search For Meaning In Life, Readings In Philosophy. New York: Holt, Rinehart and Winston, 1962.

Wolff, Robert Paul. Philosophy, A Modern Encounter. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971

Frankl, Victor E. Man's Search for Meaning. New York: Washington Square Press, Inc., 1968.

May, Rollo. Man's Search for Himself. New York: The New American Library, Inc., 1967.

Hospers, John, Human Conduct, An Introduction to the Problems of Ethics. New York: Harcourt, Brace and World, 1961.

Hook, Sidney, ed., Determinism and Freedom in The Age of Modern Science. New York: Collier Books, 1961.

Flew, Antony and Alasdair MacIntyre, eds., New Essays in Philosophical Theology. New York: Macmillan and Co., 1955.

Kaufmann, Walter,ed., Existentialism from Dostoevski to Sartre. New York: Meridian Books, 1956.

Russell, Bertrand, The Problems of Philosophy. New York: Oxford University Press, 1959.

Ryle, Gilbert, "Ordinary Language," Philosophical Review, Vol. Lxll (1953) Reprinted in V.C. Chappell, ed., Ordinary Language. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964, pp.24-40.

Bentley, John E. Visual Outline of Philosophy. Philadelphia: David McKay Co., 1939.

III. AUDIO-VISUAL

Films:

To examine individual philosophies, see the Profiles in Courage Series, page 84, Instructional Materials Catalog, Dade County Public Schools.

Classical Greece: Aristotle's Ethics: The Theory of Happiness #1-31201

Classical Greece: Plato's Apology: The Life and Teaching of Socrates #1-31195

The Medieval Mind #1-31929

Galileo: The Challenge of Reason #1-13778

Filmstrips:

Do We Exist? Guidance Associates

Concord: A Nation's Conscience, Guidance Associates

Our Heritage From Ancient Greece, " "

Tapes:

The Philosophy of Rugged Individualism #3-00109